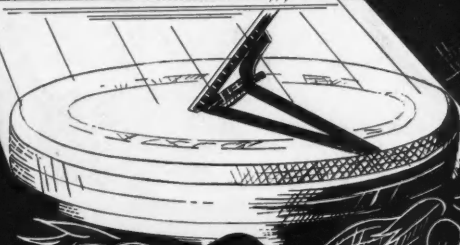


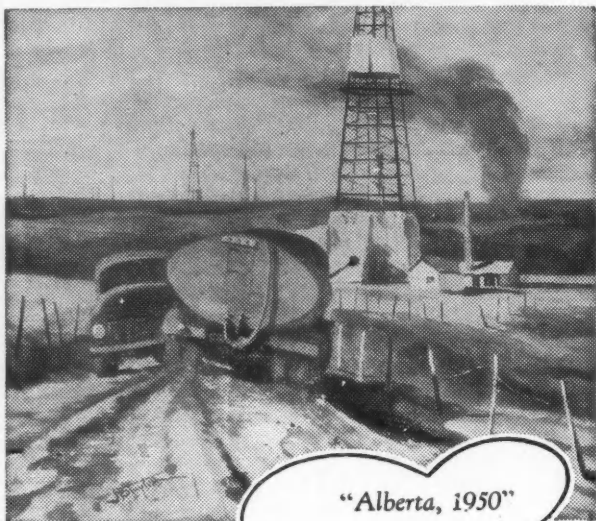
THE ATA MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

"The guiding principle of our policy will be to further the aims and objects for which the ATA exists, and above all others, to persistently endeavor to raise the status of the teaching profession in the Province."

From first edition of The ATA Magazine June, 1920.





"Alberta, 1950"

J. B. Taylor

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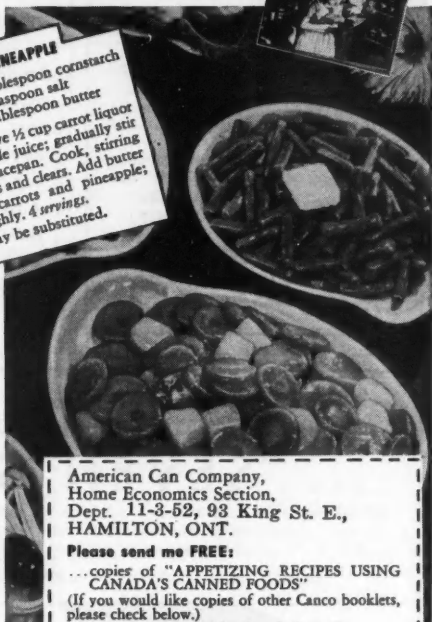
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THIS MONTH'S COVER

Each year in the convention issue of The ATA Magazine, teachers of Alberta honour the memory of the late John Walker Barnett, general Secretary-treasurer of the Alberta Teachers' Association for 28 years.

It is fitting that at the Annual General Meeting, when teachers from all parts of Alberta meet together to discuss the affairs of the Association, that we should honour the man who is responsible, more than any other person, for the organization, growth, and strength of the Alberta Teachers' Association, and through him, all the teachers who worked with John Barnett for their Association.

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THE A T A MAGAZINE



ERIC C. ANSLEY, Managing Editor

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KING GEORGE VI, ruler of Great Britain, Ireland, and the British Dominions Beyond the Seas, King, Defender of the Faith, Emperor of India, died February 6, 1952.



QUEEN ELIZABETH II, queen of this realm, and of her other realms and territories, head of the Commonwealth, Defender of the Faith.



SHOULD TEACHERS STRIKE

The teachers of Alberta do not want to go on strike, but this year some may be forced to do so. Why? To get a decent living wage.

Strike Only Weapon Not Tried

When it comes to salaries, teachers find themselves in a unique position in society, somewhere between a profession and a union. Most professions set their own rates of pay, which are collectible in court. These professions, such as medicine and law, have no need to strike. On the other hand, unions have made their gains in salaries and working conditions only through strikes and threats of strikes. Unions have learned the game of "power politics" through necessity, and are now expert in using the demand for their services to get more money. Today, teachers find themselves in the position where they must choose between proceeding towards strike action, and accepting what the school boards are pleased to offer. If the teachers are to get adequate professional pay for their services, there really isn't much choice.

Who Will Be Blamed If Teachers Strike?

If teachers in Alberta go on strike, it will not be their fault. True, the teachers will make the decision to strike, but the real causes of the teachers' dissatisfaction go back for years.

It is a record of fruitless arguing with school boards and getting smaller raises with each succeeding year—now as low as \$50. Just the other day the secretary was offered \$1200 for 36 teachers—less than \$35 per teacher. Last year, it was reported that some school boards were advised to offer nothing, to let the dispute go to arbitration, because the award would likely be only \$50 per teacher per year.

Since 1943, the provincial government has kept the statutory minimum salary for teachers at \$1,000 a year, although their own minimum wage for a male without any educational requirements, 21 years old and living in a city, is now \$1352. It is generally agreed that school grants have a decided influence on salaries. They are also too low, being less than 30% of the total cost of elementary and secondary education.

It is unfortunate that school boards are not as forceful in dealing with the provincial government about grants as they are with teachers about salary increases. If they were, school grants in Alberta would be at least as high as they are in Ontario and British Columbia—about 50% of the total cost. Although increased grants would

encourage boards to pay better salaries, school boards, however, must accept the major responsibility for low salaries.

What May Be The Consequences of a Strike to School Boards?

In any strike, some people get hurt. If teachers in Alberta strike, every safeguard will be taken by the Alberta Teachers' Association to protect the teachers and their interests. Also, it would be foolish for teachers to go on strike if they didn't have a chance to win. From previous experience, it should be obvious that if teachers use reasonably sound strategy and tactics in planning and executing their campaign, the mildest of strikes is going to hurt the school district and the school board more than it hurts the teachers. Take the mildest possible example. The teachers of a certain district or division strike from July 1 to August 31. No salaries are involved. No schools are closed. Many of the teachers will look for other jobs and resign. Other teachers, not only in Alberta but in Western Canada, will be asked not to apply to the board not in good standing with the teachers. If the strike should last until September, how many teachers will be left when school opens? Perhaps not very many.

If the dispute should be a stubborn one, it might be better for the teachers to go on strike earlier in the year. Teachers should remember that the employees have the right to choose the time of the strike. This gives them a distinct advantage, as long as all laws are obeyed and reasonable notices of intentions are given. The editorial of February 15 in *Maclean's* states that "the right to strike is a basic human right, essential to the spirit and practice of democracy." It may be assumed that many well-informed and fair-minded citizens will support the teachers in their demands for better salaries, even if they do go on strike. Perhaps many people will respect them more for going after better salaries.

Will Teachers Suffer From a Strike?

Teachers do not want to go on strike. But they will, if it is the only way to gain better salaries. Will they get hurt? If the teachers on strike are supported by all the other teachers in Alberta, there will be nothing to worry about. The teachers can't lose.

What Are The Demands?

The demands of the Alberta Teachers' Association are modest enough. The teachers want \$2,000 for a beginning teacher with Grade XII and one year of training. The teachers want \$5,000 maximum for a teacher with a bachelor's degree.

D. M. Sullivan recommends that English errors made by students in this province be the guide to the improvement of English.

The Somnolent Years

D. M. SULLIVAN

Registrar, Department of Education

THE expression "the somnolent years," as applied to grades ten and eleven, was coined by an Alberta high school teacher of English and first appeared last July in a critique of results in Grade XII English. My purpose in this article is to study the writing and speech defects, appearing in Grade XII, that might have been caught and eradicated a year or two earlier. It is of little value to set up language five-pins produced in California or Oklahoma or Toronto and amuse ourselves by knocking them off in Alberta. A much better game is to set up the English errors actually made right here in our own province and see what we can do to make a strike. Every sentence used as an example in this study originated in Alberta, most of them whether good, bad, or excellent, appearing on the students' grade twelve final papers last June.

The Promised Land

As this is being written, 420 students distributed in 16 classes are taking Basic English (English for new Canadians) at Victoria Composite Night School in Edmonton; and forty others, mostly Chinese, are learning English at Alberta College Night School. Immigration figures supplied by the Dominion Bureau of Statistics, show that in 1951 in the month of September alone, 13,228 people entered Canada, of whom 2,793 were British born or United States born, and 10,435 came from European countries or from other continents. Alberta's share of these immigrants

was 724, or about 5½ percent. Some of them have already appeared in our public schools, and many are enrolled in our night schools. Perhaps it would be profitable to study the language difficulties of these newcomers and at the same time see if we can do something more than we have been doing for our native-born children during the somnolent years of grades ten and eleven.

In a typical Alberta grade ten class of 35 pupils, five are likely to be of parentage other than Canadian, British, or American. Consider the case of a conscientious teacher trying to induce her pupils to use the definite and indefinite articles, and succeeding so well that by four o'clock her problem child is asking proudly and correctly, "May I put some more coal in the fire?" But alas! the next morning, after seventeen hours at home, the child blandly informs her teacher, "Stove is ready to school and coal will last on dinner time." It is not only in northern Alberta that problems such as this arise. The Coaldale School in the Lethbridge Division has in its classes representatives of twenty-seven nationalities, a large number of whom are of Japanese extraction. Miss Edna McVeety, English specialist in this school, says that the general pattern of error resolves itself into four fundamental difficulties, namely:

1. The definite article. The children omit it altogether or else confuse it with the indefinite article.
2. The participles and verbs. The

pupil, insist on using either the present or the past participle as a verb.

3. Clearness. Students' sentences are frequently so involved they have no meaning at all.

4. The plurals. The plural crops up where it should not be, and is omitted where it should be used.

Teaching Time For English Is Being Increased

Commencing in September, 1952, five periods per week will be available in all Alberta high schools for language alone in grade ten; and in the following year five periods for language alone will be scheduled in grades ten and eleven. Three additional periods will, as now, be available for literature, hence eight periods per week will be scheduled for English in each of grades ten and eleven. With no external examinations lying like a dead hand on his teaching techniques, the teacher will be encouraged to use initiative and flexibility in selection of topics, and thus remedial teaching will be everywhere possible. The typical grade ten class is by no means homogeneous; it has two or three levels of English proficiency. At the top will be found those who can write well but need special instruction to achieve style and power. There will be a middle group composed of students who can spell, and who have a fair grasp of grammatical principles, but whose work is often incoherent, and nearly always dull and uninteresting. The lowest group can neither spell or write coherently.

Difficulties of the Lowest Group

Difficulty is, for the most part, the daughter of idleness.—Samuel Johnson

Here are a few of the things that should be explained patiently and over and over again to the lowest third of the class: the "ing" forms of the participle; auxiliaries; articles

and prepositions; negatives; indefinite reference; verbs, particularly tense forms and sequence; and always, persistently and everlastingly, correctness, precision, and effectiveness in the use of words. It is stated on good authority that the ten most commonly misspelled words in high school are: too, its, believe, together, their, principal, committee, therefore, separate, and pleasant. Others high on the black list are: government, truly, description, surprise, finally, forty, and indefinite. These may not be the real spelling demons in *your* school. The most effective teacher of English I ever knew, practically made her own language text by constantly jotting down the errors made by her students. In her school no language text books had to be imported from other countries or provinces; the errors on which she concentrated were errors made in Alberta on her own school premises. Your privilege as teacher is to compile your own list for your own school. Believe it or not, one grade twelve youth in June 1951, presented the sub-examiners with the following spelling errors, thoughtfully placed in one single essay: ajernment, mounths, happendd, angzity, arive, melencoilly, woundering, lugage, adews, and eventually. Is it not egregious folly to try teaching the intricacies of style to such a lad, whose entire nervous system is calling loudly for remedial spelling? As well recite Shakespeare to a drowning man. I wonder what value the grade twelve literature course had for the students who contributed the following strange answers to questions on the final paper last June:

"In the last two stanzas is one pattern of sorful and Pleasureful."

"The mood of the poem is melencoly or reminescent. The central idea is that the author whises he had his carefree youth to relive."

Three questions taken at random from the 1951 Literature paper are:

What is suggested by the phrase "the absolutely cowering canvas"?

Why does the fool in Shakespeare speak in prose?

Name two American poets.

Answers given by three different students were:

"The canvas used is a cow."

"The fool has more meaning of prose and to him it gives more of a meaning than no meaning at all."

"Two American poets are Tennyson and Browning." (For some obscure reason this was a fairly common answer. Are we assuming too much, when teaching the works of these poets?)

The Secret of Style

The only impeccable writers are those that never wrote.—Hazlitt.

Teachers who coach students for supplemental examinations in English report that these Grade XII failures are starving for the kind of language teaching that could best have been given in the somnolent years. In these coaching classes the chief task is to teach the fundamentals of sentence structure, in other words how to produce coherent and effective sentences.

Coherence: The main causes of incoherence are indefinite reference and misplaced clauses, as in the following:

"Shakespeare himself could not have described the sloth any better with his genius."

"The provisions of the act may have applied to the provinces at the time it was passed but now they should be revised."

"In his essay Rupert Brooke states that the Rockies are very beautiful after travelling from the eastern part of Canada to the western."

"Some authors don't express their meaning at the beginning but make the reader search for the main thought and then depict

it as Galsworthy does."

Emphasis: The emphatic points in a sentence are the beginning and the end, especially the end. Words and phrases should be arranged in order of increasing value or importance. "His knees began to shake as he began to speak," is not as emphatic as, "When he began to speak his knees shook with fright."

Professor Wendell says that "sentences should end with words that deserve distinction."

Wordiness: Note how much more effective the following sentences become when the unnecessary words are stripped off:

(19 words) "There were over fifty thousand people who came into the city to attend the welcome of the royal couple." Change to, "Over fifty thousand visitors came to welcome the royal couple." (10 words.)

(24 words) "There are a good many reasons why we should have a gymnasium in this school and among them the three most important are these." Change to, "Here are three good reasons why we should have a gymnasium." (11 words.)

Color: The following are colorless, that is to say, they are as boring as a motion picture of a man eating his breakfast:

"I was as happy as a lark." "A library is something we badly need." "Ice cream is something I am very fond of."

Run-on Sentences: The following run-on sentence is at the same time colorless, wordy and incoherent. "In this essay Max Beerbohm does not insert his humor, Max Beerbohm also gives his own opinion on the subject he does not do it to such an extent as he does in his other works."

Variety: Sentences rapidly become monotonous if they are of the same length and same general pattern, e.g., "We rose early. Father milked the cows. We then got the car ready."

Encourage the student to try

The ATA Magazine

varying the position of modifiers, inverting subject and verb, beginning a sentence occasionally with a long phrase or clause.

The Superior Group

"Whoever thinks a faultless piece to see,

Thinks what ne'er was, nor is, nor e'er shall be."—Pope.

Under no circumstances should the highly skilled student in language be left to his own devices, to languish hopelessly while the teacher's entire attention is given to the less skillful members of the class. Here are some of the things the good writer can be doing, to improve his style:

Talking out the deadwood: Mr. Ira Dilworth says of the author-artist Emily Carr, "I have seen her 'peeling' a sentence, stripping away all ambiguous or unnecessary words, replacing a vague word by a sharper, clearer one until the sentence emerged clean and precise in its meaning and strong in its impact on the reader." According to its importance an idea may be expressed by a word, by a phrase, a clause or a sentence. The sentence, "The crisp frosty snow lay like a white blanket upon the hard frozen ground," does not express a valuable idea. It would be improved by simply saying, "Snow blanketed the ground." In the final paper the student can devote only 30 or 40 minutes to the essay. But in the somnolent years time is not so precious, though it should not on that account be wasted. Even on the final essays, however, some students last June found time to go back to tidy up what they had written, cutting out the deadwood from unimportant sentences and building up important ones.

Building up a sentence: An important thought should be expressed in a sentence that conveys the effect of weight, significance and dignity. In building up such a sentence the writer should strive to be interesting,

convincing and pleasing. The rough work of the lad who wrote the top essay in grade nine is eloquent testimony to his feeling for style. His first attempt on one sentence was, "The bus driver is a young man." Then he wrote, "The bus is driven by a middle-aged farmer." His last revision was, "The bus driver is a robust young man who through constant effort has achieved an optimistic outlook on life." In another sentence his first trial flight was, "There were gophers under the school porch," but he finally soared off with the following, "Gophers lived beneath the porch and whistled merrily in the sunny afternoon." Thus a sentence which was originally merely good became quite distinguished.

Selecting and Discarding: To abandon a good sentence is a painful process, but all successful writers must learn to do it. The sixteen year old boy who wrote the top essay in grade twelve had the following sentences in his rough work but did not use them in his final draft:

"Mr. Halton is a gifted writer of almost stimulating prose; Mr. Munro seems to have printer's ink in his veins."

"Mr. Munro mentions the grit and determination of the Loyal Edmonton Regiment; Mr. Halton cites the absolutely insane, appalling, overwhelming heroism of the Australian soldiers."

Appropriateness: The style may be pleasing but if the sentence is not appropriate it loses in effectiveness. The young lady who got seventy-five percent for her 1951 essay had this lovely metaphor very pleasingly expressed: "Through the window I could see the black wall of the forest, the tops of the trees rocking gently on the waves of the breeze, the leaves hiding behind each other in terror as once again the mournful howl of a coyote rent the air." This

(Continued on Page 60)

PENSIONS

A. R. BROWN

The comments that follow are not intended, in any way, as a criticism of the past or present members of the Teachers' Retirement Fund Board. They have worked long and conscientiously to secure for the teachers of Alberta an attractive pension plan. We are indebted to them. What follows is merely a presentation of certain aspects of the Pension Fund problem, together with possible solutions.

Lately there has been considerable discussion of the Teachers' Retirement Fund and at a recent emergency meeting of the councillors this matter came up for discussion. The main issue before the teachers is the fact that present contributions of 8% of salaries are not sufficient to maintain present benefits and that a further contribution of 3% is required from various sources. "In 1948 it was expected that the total of 8% contributions would be sufficient to cover both the current accruing cost and also interest at 3% on the past service liability." (Actuarial Report on the Teachers' Retirement Fund for the Province of Alberta as at 31st December, 1949—prepared by Laurence E. Coward.) Since then the inflationary increases

of recent years have added considerably to the liabilities of the Fund. (Over \$13,000,000 now—approximately \$2,000 per teacher.)

This is the problem that faces us now and a solution must be found in the light of new economic conditions and the changing attitudes of the public and our governments towards social services. For the future we must endeavor to anticipate problems that may arise over long periods of time and to provide in the Act adequate measures for adjusting the Pension Plan to meet these problems.

For convenience, the rest of this letter is divided into the following sections:

1. Future Prospects.
2. Reasons for Limiting Teachers' Contributions to 5 percent.
3. Suggestions for Solving the Problem.

1. Future Prospects

"The following statement of assets and liabilities has been drawn upon the assumption that the 4% contributions from teachers and 4% contributions by School Boards and the Province will be continued as the current normal cost of the Plan. The figures are given to the nearest \$1,000."

Assets of the Retirement Fund

Assets shown by the balance sheet on 31st December, 1949	\$ 4,178,000
Value of 4% contributions from members of the Plan	4,775,000
Value of 4% Contributions from School Boards and the Province	4,775,000
	<hr/>
	\$13,728,000

Liabilities of the Retirement Fund

	Males	Females	Total
Present value of pensions to present pensioners	\$ 444,000	\$ 754,000	\$ 1,198,000
Present value of future pensions to present active teachers	9,977,000	11,638,000	21,615,000

(Continued on Page 14)

The following points should be noted with respect to the recent discussion about whether or not it would be better for the teachers to pay more into the pension fund in order to maintain present benefits, or to continue with the same payments with a corresponding reduction in benefits.

1. The present value of pensions to present pensioners (including all teachers who have retired between September 1, 1939 and December 31, 1949), \$1,198,000.

Present value of future pensions to present active teachers, \$21,615,000.

Total, \$22,813,000.

The total liabilities of the Fund are nearly \$26,000,000.

It can readily be seen that most of the liability is in respect to future pensions.

The Unfunded Liability at December 31, 1949 was over \$12,000,000 and is now about \$13,000,000.

2. More money, an estimated 2.57% of salaries, is required to maintain present benefits. Any additional contribution should be used to increase benefits for service after 1952.

3. Two solutions to the problem are:

(a) To increase the contributions to the Fund.

(b) To reduce the benefits being paid out of the Fund.

4. Possible advantages of benefits

being reduced and contributions kept at 4%.

(a) Will leave more money in the hands of teachers for other purposes.

(b) Should prevent requests for any additional increases in future, if Fund should be found to need more money. Benefits might have to be reduced still further at some future date if contributions are held at 4%.

5. Possible disadvantages of benefits being reduced

(a) Pension scheme will be among poorest in Canada, with a maximum pension of 52½% of salary.

(b) Teachers will not receive the benefits of extra contributions from the Government and School Board, which, if may be assumed, will be increased if the teachers' contributions are increased.

6. Possible advantages of increasing contributions to maintain present benefits

(a) For every dollar invested the teacher who contributes for 35 years gets back about six dollars (6.00) in pension. This consists of the original dollar plus interest, to amount to \$2.83, and the balance of the six dollars, which is paid from the amounts contributed by the Government and School Boards.

(b) Unless teachers are able to save more in the future than they have up to the present, their incomes upon retirement will be about 50%

(Continued on Page 15)

A. R. Brown of the Edmonton staff spoke to the councillors at the Annual General Meeting, and to the teachers at the Edmonton Convention, about the advisability of reducing benefits under our pension scheme instead of increasing contributions. As this is a matter of importance to all teachers of Alberta, the secretary of the Association asked Mr. Brown to prepare an article for the Magazine, which would be printed together with a reply prepared by the secretary. All teachers are urged to read both statements and, if any additional information is required, to write to the secretary of the Alberta Teachers' Association.

(Continued from Page 12)

Present value of returns of contributions on withdrawal	362,000	620,000	982,000
Present value of returns of contributions on death and other death benefits	1,025,000	328,000	1,353,000
Total credits of teachers who entered after age 50, whose age is not stated or who are under age 30...	76,000	262,000	338,000
Total credits of those whose accounts are not closed	55,000	169,000	224,000
Administrative Expenses			180,000
Total			\$25,890,000

Hence the Unfunded Liability shown by the valuations is \$12,162,000 as at the 31st December, 1949. This Unfunded Liability, to the extent not paid off, increases by compound interest at the rate of 3% per annum.

The position of the Alberta Teachers' Retirement Fund is different from the Fund of an industrial pension plan, and it does not appear necessary or practicable that the Unfunded Liability should be liquidated by annual payments of capital and interest over a fixed term of years. Since the Fund is in the nature of a perpetuity, it would seem sound financing in your position if only the interest at 3% on the Unfunded Liability were paid each year into the Fund, in addition to the contributions necessary to support the currently accruing benefits.

The interest at 3% on the Unfunded Liability of \$12,162,000 amounts to \$364,860 per annum, or 2.57% of annual earnings. I recommend that steps should be taken to increase the income of the Fund from one source or another by this percentage. It might be appropriate if rather higher contributions for past service were paid into the Fund. There would thus be a small margin for capital payments to reduce the Unfunded Liability, and further reductions in this liability would result from any future profits arising in the Fund (for example from interest earned in excess of 3%, from deaths

and terminations in excess of the numbers assumed in the valuation and miscellaneous receipts)." (Actuarial Report on The Teachers' Retirement Fund — Laurence E. Coward.)

One would gather from reading the foregoing excerpt that 3% in perpetuity will straighten out the Fund. This would seem to be the case if there are no sudden changes in our economic situation. However, to act on this assumption, for a long term undertaking, such as a pension scheme, would be open to serious criticism. What will happen if the dollar should appreciate or depreciate considerably in the years to follow? Certainly, it can be shown that over a long period of time our dollar has depreciated in value. Will the present solution (additional contributions of 3% of salaries) take care of this situation in the future or will teachers be asked to contribute more at some later date? "It must be realized that any general increase in salaries in the future will automatically throw an increased burden on the Fund. If, however, there is no considerable increase in the average level of salaries in future and if the interest on the Unfunded Liability is paid into the Fund as suggested above I should expect that the financial condition of the fund will remain as is or gradually improve owing to miscellaneous profits." (Actuarial Report.)

(Continued on Page 62)

(Continued from Page 13)

of their last salary. Would it not be better to have pensions which are about 70% of salary, instead of 50%, at an additional cost to the teacher of approximately two or three dollars a month?

7. Possible disadvantage of increasing the contributions

(a) The claim that "we are approaching the point where present utility of our money is greater than future utility" is not sound if it is a case of comparing a dollar today with a dollar 35 years later. In the case of our pension scheme, one dol-

lar today must be worth more than six dollars after 35 years. On the other hand, a dollar spent today on usable goods has no future value.

It is generally accepted that teachers should be comparatively free from financial worries in order that they may do their best work and be of the greatest possible service to their communities. To do this, teachers must be paid salaries that will enable them to live reasonably well, to purchase adequate protection of all kinds for their dependents, and to make adequate provision for their old age.

Cape Breton Strike

The teachers of Cape Breton went on strike in order to try to have their minimum salaries raised from \$1,020 to \$1,200 a year. All the teachers of Nova Scotia are now on strike. Nova Scotia has a provincial salary schedule. The Canadian Teachers' Federation is starting a fund to assist the teachers of Nova Scotia in their campaign to get a minimum salary of \$1,200 which, to us in Alberta, seems ridiculously low. The teachers of Nova Scotia will win, if their own teachers stand firm and if other teachers in Canada lend their support, especially their financial support. The Executive Council of the

Association has decided to make a grant to the teachers of Nova Scotia from the Emergency Fund and also to ask for contributions from locals and from teachers.

Please do not delay. Time is a vital factor in this dispute. Please send all monies to the General Secretary, Barnett House, Alberta Teachers' Association, 9929 - 103 Street, Edmonton, Alberta. The Executive Council of the Association has decided that \$1.00 per teacher per month will be sufficient. Any monies not used by the CTF will be left in the fund for other emergencies of a similar nature.

Stettler Salary Dispute

The teachers of the Stettler School Division have voted 54 to 1 to reject the award of the Board of Arbitration. These teachers are to be congratulated on their definite stand in this matter. This arbitration award made by the chairman, Mr. C. Stubbs, and approved by the school board representative, Mr. Costigan, gave the teachers a raise of \$50 a year, which is less than one dollar a week. The representative of the teachers on the Board of Arbitration,

Mr. Kim Ross of Edmonton, refused to sign the award.

On January 19, 22 teachers out of 57 decided, unanimously, to reject the award. As this was not a majority of the teachers, the Department of Industries and Labour conducted a mail ballot of the teachers. Fifty-five ballots out of 57 were returned and 54 voted to reject the award. The results could not have been more definite. The next step is to ask for a strike vote.

1951 INCOME TAX RETURNS

JOHN P. McCLARY

PERSONAL income tax returns, on Form T.1 Short or T.1 General, governing the calendar year 1951 must be filed on or before April 30, 1952 with the Director—Taxation at either Edmonton or Calgary, depending upon past practice and the part of the province in which the taxpayer resides.

In past years, fairly detailed discussions of taxable income and allowable deductions have appeared in this publication. However, changes are made in *The Income Tax Act* from year to year, and in those effective for 1951 are two of special interest to teachers.

The first of these is the provision for allowance of annual professional membership dues as a deduction from salary. This covers ATA Fees deducted from salary by school boards and should be claimed on the income tax form under the heading "allowable union or like dues paid to....." For those who have no record of deductions made during the year the scale of ATA Fees is given below, from which the amount to be claimed may be computed.

The deduction allowed is for ATA Fees only. It is emphasized that the $\frac{1}{4}\%$ deduction for the Supplementary Pension Fund is *not allowable* for income tax purposes and should not be claimed on returns.

However, contributions to the Teachers' Retirement Fund, the amount of which will appear on the T.4 slip received from the School Board, are deductible as in the past, and should be claimed on the income tax form under the heading "Approved Pension Plan of Contribution."

The second item of interest is the expansion of the deductions for medical expenses in excess of 4% of net income incurred and paid within the calendar year or in a twelve-month period ending in the year, and which have not previously been claimed.

In addition to payments made to medical practitioners, dentists, nurses and hospitals by or on behalf of the taxpayer or his dependents, there may now be deducted amounts paid for insulin, cortisone, ACTH, liver extract or vitamin B12 injectible for pernicious anaemia, if prescribed by a medical practitioner. Payment must be proven by filing

Annual Salary	Rate of ATA Fees
Less than \$1500	\$1.25 per calendar month or \$15.00 per annum
\$1500 to \$1999	1.50 per calendar month or 18.00 per annum
2000 to 2499	1.75 per calendar month or 21.00 per annum
2500 to 2999	2.00 per calendar month or 24.00 per annum
3000 to 3499	2.25 per calendar month or 27.00 per annum
3500 to 3999	2.50 per calendar month or 30.00 per annum
4000 to 4499	2.75 per calendar month or 33.00 per annum
4500 to 5000	3.00 per calendar month or 36.00 per annum
More than 5000	3.25 per calendar month or 39.00 per annum

receipts with the return and the amount claimed may not exceed \$750.00 for a single person and \$1,000.00 for a married person supporting his spouse, plus \$250.00 for each dependent for which a deduction may be claimed up to a maximum of \$1,000.00. Where a husband and wife have separate incomes they may claim a maximum amount of \$1,000.00 between them, plus the amounts allowed for dependents.

A further item to be watched in completing returns is the 10% for Defence Surtax which is added to the tax after it is computed in accordance with the tables set forth on the forms. However, here, as in all other matters connected with the preparation of income tax returns, a careful reading of the explanations given on the forms, and the logical insertion of relevant figures in the spaces provided, will give a correct result of tax liability or refund due, as the case may be.



"What good is it for me to scrimp and slave if you continue to squander money on income tax?"

Magazines for Teachers

Educational Leadership is a journal of the Association for Supervision and Curriculum Development of the National Education Association. This magazine is published monthly, October through May, and may be ordered from the National Education Association, 1201 - 16 Street, N.W., Washington 6, D.C. The subscription price in Canada is \$3.80 per year. Single copies are 50c. Association membership with subscription and yearbook is \$5.30 per member per year.

In January, 1952, the following articles appeared:

Curriculum Issue in Focus by Henry Harap.

Significant Curriculum Issues, by

Hollis L. Caswell, dean, Teachers' College, Columbia University.

Squaring the Curriculum with Social Realities by B. Othanel Smith, professor of education, University of Illinois, Urbana.

Redefining the Tasks of Education, by Willard C. Olson, director of research in child development, University of Michigan, Ann Arbor.

The February issue will feature articles on citizens participation in planning and action, including the role of laymen in curriculum planning, citizens organize to meet attacks on schools, a positive program of public relations in education, etc.

Western Canada Student Teachers Meet in Winnipeg, January 28-30

RALPH RICHARDSON

Members Participating

The University of British Columbia was represented by Marne Wilson; the University of Alberta, Edmonton branch by Ralph Richardson, professional representative, and George Asmann, EUS president; Calgary branch by John Coats; University of Saskatchewan by Phoebe Matthie; Moose Jaw Normal School by Raphael Ehrmantrout; Manitoba Normal School by Mary Flanders and John Gross; University of Manitoba by Bob Bennett. The Director of the Conference was Marjorie Williamson, Faculty of Education, University of Manitoba.

Dean N. Scarfe Welcomes Delegates

Dean Scarfe in his address of welcome stated that subject matter is a point of view, not a mass of subjects. Facts are not important but purpose, impressions, and concepts are. The Dean approves of a teacher teaching the same class as they progress through school. This enables the teacher to watch their growth and development.

Conference Topics

Four topics were discussed this year:

1. School System in each province.
2. What has been done to raise standing of education in your province?
3. Influence of University on the school system.
4. Our aims in education as teachers.

Banquets and Luncheons

Monday — University Luncheon; Speaker—President Gillson; Coffee Party—Home of Dean Scarfe.

Tuesday—Manitoba Teachers' Society Luncheon; Speaker—Mr. T. McMaster; Winnipeg School Board Dinner; Speaker—Mr. R. J. Johns.

Wednesday—Normal School Supper and social evening.

Thursday—Department of Education Dinner; Speaker Deputy Minister of Education.

Major Resolutions

Major resolutions passed by delegates representing Universities and Normal Schools:

- Condemned the issuing of teaching permits to untrained personnel.

- Recommended higher teachers' salaries to raise the professional teaching status.

- Urged that minimum requirements for teachers' training be raised to two years beyond senior matriculation.

- Recommended that the Western Canada Students' Conference approve of the teachers' salary schedule proposed by the Western Conference of Teachers' Associations, November, 1951.

- Urged more uniformity of certification of teachers' among provinces.

- Favored increased representation of active teachers on admission and certification boards to schools.

- Recommended that teachers in every province follow a national code of ethics.

- Urged departments of education to offer compulsory training during teacher training courses in the management of school libraries.

Faculty of Education, Calgary Branch, are 1952-53 hosts.

Annual General Meeting, 1952

Calgary Welcomes Teachers

"A statue lies hid in a block of marble, and the statuary only clears the superfluous matter and removes the rubbish. The figure is in the stone: the sculptor only finds it. What sculptor is to a block of marble, education is to the human soul."—Joseph Addison.

The future of our community, our Province and our Nation lies in the hands of those who teach our children.

We, who are responsible for civic administration, recognize in our teachers the very future of our way of life. We wish you well in your efforts and trust that you will not only be a teaching personality but that you will always apply yourself to the life long study of the science and the art of teaching.

DONALD H. MACKAY,
Mayor.

Provincial Executive Election

The following is a list of nominations of candidates for election to the Provincial Executive, for the year ending Easter, 1953. In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Name	Nominated by
*President	Marian Gimby Edmonton	Calgary City, Correspondence School Branch, Edmonton Elementary, Edmonton Inter- mediate, Edmonton High, Lacombe, Lethbridge District, Stettler, Vermilion, Wainwright.
*Vice-President	Lars Olson Holden	Calgary City, Edmonton Intermediate, Grande Prairie, Holden, Lacombe, Lethbridge District, Stettler, Two Hills, Wainwright.
District Representatives		
North- western	Mary Gray Grande Prairie	Grande Prairie.
	W. D. McGrath Dixonville	Peace River.

*North-eastern	Nicholas Poohkay Hairy Hill	Two Hills.
Edmonton District	Warren S. Bailey Stony Plain	Stony Plain.
	Frank J. Edwards Edmonton	Correspondence School Branch, Edmonton Elementary, Edmonton Intermediate, Edmonton High, Sturgeon, Westlock.
Central Western	James W. Briggs Stettler	Stettler.
	E. J. Ingram Bentley	Lacombe.
	Ottar Massing Wetaskiwin	Strawberry, Wetaskiwin.
	D. A. Prescott Red Deer	Red Deer.
	George Taylor Rocky Mt. House	Rocky Mountain House.
*Central Eastern	Kenneth Sparks Sedgewick	Holden, Killam, Wainwright.
*Calgary District	W. Roy Eyres Arrowwood	Calgary City Local.
South-western	William Jallep Blairmore	Crowsnest Pass.
	Robert A. Kimmitt Diamond City	Lethbridge District, Taber.
*South-eastern	Edwin McKenzie Medicine Hat	Medicine Hat City.

*Elected by Acclamation.

President and Vice-President Elected by Acclamation



MARIAN GIMBY

President, Alberta Teachers' Association



LARS OLSON

**Vice-President, Alberta Teachers'
Association**

Another year has passed and we must elect the members of the Provincial ATA Executive for the ensuing year.

All of my 28 years of teaching experience has been in Alberta. During this time I have been a member of

our professional organization. It has been my good fortune to have taken part in many of our associations' activities for a considerable length of time at the sub-local, local and provincial levels.

These include:

Bargaining agent for the ATA on several occasions,

Member of four Arbitration Boards,

Geographic Representative for Central East for two years,

Member of several Executive Council committees, Building, Resolutions, Discipline, Conference, etc.,

Consultant in ATA Administration at the Banff Workshop for two years,

Vice-president of the ATA for the last year.

At the present time I am vice-principal of the Holden School. I have accepted nomination as vice-president of the ATA again this year and would appreciate your vote and support.

Nominations for District Representatives

Northwestern District



MARY GRAY

Mary Gray, just completing her first year as ATA representative for Northwestern Geographic District, is a teacher of ability and experience. She has taught eighteen years in Alberta, the last nine of which have been in the Grande Prairie High School.

Her interest in education has shown itself beyond the classroom. She has been an active worker in the Home and School Association. She edited an education column in the local paper for three years. A fighter in the interests of the teaching profession, she is a past president of the Grande Prairie Local and has served on salary negotiating committees and held other offices, such as publicity convener in the local.



W. D. McGRATH

W. D. McGrath has been teaching in Alberta since graduating from the Edmonton Normal School in 1932. He received his B.Ed. degree from the University of Alberta in 1951.

For the past sixteen years, he has been employed by the Peace River School Division as principal of Dixonville school. During this time, he has been an active member of the Peace River Local and has had the privilege of serving on the executive for fourteen years as president and councillor. He has been a member of the salary negotiating committee for the past nine years.

Mr. McGrath is aware of the problems confronting the teachers of the North and if elected will endeavor to serve them to the best of his ability.

A list of the books prepared by the Wheatland School Division will be published in the April issue of the Home and School News. Will those teachers who are interested, please write to the editor of the Home and School News instead of to the Secretary of the Wheatland Division for this list.

Northeastern District



NICHOLAS POOHKAY

Nicholas Poohkay, B.A., B.Ed., district representative of Northeastern Alberta for 1951-52, principal of New Hairy Hill seven-room school, of which three classrooms are devoted to high school instruction, has taught high school for twenty years. In the last twelve years he has attended every meeting of the Two Hills Local executive, which holds about eight sessions per year. "Give professional loyalty a high priority" would accurately describe his ATA attitude.

Elected by acclamation for the 1952-53 term.

Central Eastern



KENNETH W. SPARKS

Kenneth W. Sparks has been teaching in various parts of the Central Eastern area for 23 years. During this time he has gained invaluable experience in rural and graded schools. He has been both classroom teacher and principal. For the past three years Ken has held the position of Industrial Arts instructor at Sedgewick Central High School.

Always a leader in local ATA matters, Ken Sparks has held, at one time or another, every executive office in both the local and sub-local. His judgment, foresight, perseverance, and initiative have been instrumental in raising the salaries of the teachers in the Killam Division. As a parent and a teacher Ken fully realizes the importance of our profession.

K. W. Sparks is a man who can bring to the teachers of Alberta the wide fund of knowledge that he has acquired in his many years of teaching service.

Edmonton District



WARREN S. BAILEY

My fellow teachers of the Stony Plain Local have nominated me to represent the Edmonton Geographic District on that Council.

A teaching career which began in a rural school was interrupted by the war, to be resumed in 1948. By this time I had earned a M.Ed. degree and became principal of a Consolidated School. Later a year's advanced study in administration was obtained and again I have assumed principalship of a Consolidated School.

ATA experience includes various local executive positions, Banff Workshop, Councillor to the AGM, and secretary-treasurer of the Third Edmonton District Convention Committee for two terms. In addition, I have been engaged in historical research centering around the Alberta Teachers' Association.

With the full approval of my local, I offer my services, energy, and time to the teachers of the Edmonton Geographical District, and in so doing solicit the whole-hearted support of all teachers concerned.



FRANK J. EDWARDS

Frank Edwards has been teaching in Alberta since 1935 with the exception of four years with the RCAF and one year of graduate study. He is at present on the staff of Victoria Composite High School.

He served on the Executive Council as district representative for Southeastern Alberta in 1938-39 and is now completing his second year as Edmonton district representative. He has acted as negotiator in numerous salary disputes. At present he is president of the Edmonton High School Teachers' Association.

As Edmonton district representative he has been very active and capable. His wide experience has made him a most valuable member of the Executive Council. The formation of the Edmonton District Council, the holding of the first Edmonton area salary workshop, and the circular letters he has written to locals and sub-locals covering the meetings of the Executive Council are evidence of the fact that he has provided able leadership for this district.

Central Western



JAMES BRIGGS

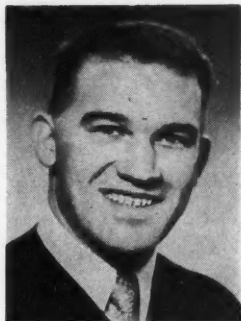
James W. Briggs has taught school in Alberta for the past 17 years. He is in his fifth year as Principal at Stettler.

He is a graduate of the University of Alberta (B.A., '46).

Mr. Briggs has always been active in ATA work and in other professional affairs. He was president of the Stettler Local for two years; he is on the local executive at the present time as immediate past president. He has done a great deal of work on various committees of the ATA.

Many teachers will remember him for his efficiency as president of the 1950 Red Deer Area Fall Convention, held in the Lacombe High School.

For the past three years he has also organized and managed the Central Alberta High School Track and Field Meet, held annually at Stettler.



ERNEST INGRAM

Ernest Ingram has had six years' teaching experience under various conditions. He has taught in one-room rural schools, in a small town school, and at present is teaching in a large consolidated school.

He has had much experience in ATA activities since he began teaching. He has served as president of sub-locals in the Lacombe area and also as president of the Lacombe Local (1949-1950). As well as the above positions, Mr. Ingram has served as councillor to Annual General Meetings and on salary negotiating committees.

Mr. Ingram is a young man who is interested in making teaching his lifelong career and consequently is very interested in making the teaching profession one of which we can all be proud. As well as being very interested in the ATA, Mr. Ingram is an active member of many community organizations.

The young people are our greatest army. We—the American people—ask our children to study the wisdom and the ways of our American life. Each individual is expected to become self-reliant, informed, high-minded, useful—the best person that his capacities and society's efforts can make. These children in the days ahead must be able to meet successfully our domestic and worldwide problems and opportunities.

NEA.

Central Western

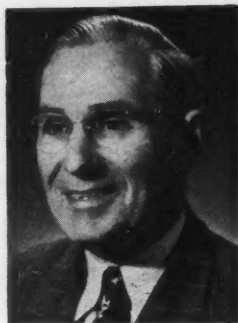


OTTAR MASSING

Ottar Massing has a long record of outstanding service to the ATA and to his profession. He has held the presidencies of Wetaskiwin Local, Wetaskiwin Sub-local, Ponoka Local, and twice been president of the Second Edmonton Convention. In addition he has served on six negotiating committees in the Wetaskiwin and Ponoka locals.

A graduate in Arts, and holding his master's degree in Education, Mr. Massing has been principal of Wetaskiwin High School for ten years. He was principal of Rimbey High School for four years, and prior to that served several years in intermediate and rural schools in Central Alberta.

At present he is an urban teachers' representative to the General Curriculum Committee of the Department of Education. He has just completed a term as president of the Kiwanis Club of Wetaskiwin and is an active and respected participant in community activities.



D. A. PRESCOTT

Don Prescott attended Camrose Normal and obtained his B.A. in 1929.

He became a member of the Alberta Teachers' Association on graduating from Normal School, and has played an active part in ATA work ever since.

In 1942 he joined the RCAF as an instructor and was one of the directors of Education at Air Force Headquarters, Ottawa, 1945.

Returning to Red Deer he joined the staff of the Red Deer Intermediate School, and he has been president of the Red Deer Sub-local; chairman of negotiating committee for three years; general councillor for three terms; and president of Red Deer Teachers' Convention 1951.

He is convinced that only through united action of the members of the Association will it be possible for teachers to improve their living and working conditions.

In Canada, 15% of the children who enter grade I, reach grade XII. For Alberta the percentage is 28; for British Columbia where the proportion of urban schools is large, the percentage is 31.

Central Western



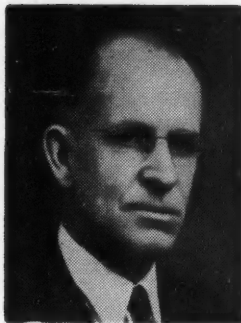
GEORGE TAYLOR

George A. Taylor, B.A., has had a wide range of experience. He taught in rural and town schools at Kitscoty, Wainwright, Consort, and Lethbridge. For the past six years he has been principal of the school (with close to 500 students) at Rocky Mountain House.

Mr. Taylor has served as a councillor, president of locals, member of negotiating committees, and president of the Red Deer Teachers' Convention in 1949. Cooperation among teachers has been his objective in promoting business and social activities in the locals. People who know one another work more effectively in any organization.

In regard to the economic problem facing our profession he advocates that we continue to remind the public that enough properly trained teachers cannot be attracted to classrooms as long as average teachers' salaries are below the average income for Canada; that we make a judicious use of our bargaining power provided by provincial legislation.

Calgary District



W. ROY EYRES

Roy Eyres, Principal of Arrowwood School, County of Vulcan, is the present Calgary District Representative, one of the teacher members on the Board of Administrators of the Teachers' Retirement Fund, and a member of the Discipline Committee of the Alberta Teachers' Association. He is well known throughout the province because of the excellent service he has given in his own local, on the Provincial Executive during his three terms as district representative, and for his activities in the University of Alberta Summer School Students' Union.

As chairman of the salary committees of Wheatland, Bow Valley, and the County of Vulcan, and on occasion as bargaining agent for the ATA he has shown himself a successful negotiator. He has been secretary of the Calgary District Convention since 1941 proving himself an able organizer.

Consequently, it is felt that, Mr. Eyres, with his knowledge of ATA policies and background will be a very capable Representative for the Calgary District.

Southwestern District



WILLIAM JALLEP

William Jallep graduated from Calgary Normal School in 1934, received his B.A. degree from the University of Alberta in 1943, and his M.A. degree in Philosophy in 1950. He is at present teaching French, psychology, sociology, biology, and guidance courses at Blairmore High School.

He has served on the Crowsnest Pass Local executive as councillor for two years and as chairman of the salary negotiating committee for four consecutive years.

His community activities include that of member of the Blairmore Town Council since 1947, vice-president of the Canadian Legion BESL, member of the executive of the local board of trade, acting commanding officer of the Army Cadets in 1946-47, and member of the central committee for Civil Defence in Blairmore.

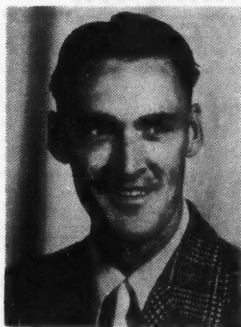


ROBERT A. KIMMITT

To sit on our Executive Council this year, and to take my turn in helping to shape the policies of our Association, has been an honour, indeed. It has been with pride that I have sat around the table with a high minded group of teacher executives, dedicated to the objective of a strong professional teacher organization. In order to accept the challenge and the sacred trust of educating our boys and girls, we must be well chosen, well educated, and well paid.

The Kellogg Foundation is sponsoring at a cost of approximately \$250,000, a project in the improvement of the supervision and administration of large school areas in Canada. All ten provinces will cooperate in conference and training courses for school superintendents, the first of these conferences to be given at the University of Alberta in the summer of 1953.

Southeastern District



EDWIN McKENZIE

Edwin McKenzie attended Normal School at Calgary in 1939, spent his first year of teaching in the Medi-

cine Hat School Division and his second at Carseland. Since that time he has taught in the intermediate school in Medicine Hat City. Since 1939, he has attended summer sessions almost continuously, and is at present finishing work on his master's degree in Education.

ATA work has always been one of his chief interests since he joined the profession and has served on the local executive and various ATA committees in Medicine Hat since he began teaching in that city. He has been secretary of the Southeastern Alberta Convention for the past eight years, has served as councillor for the local, and is at present completing his first term on the Provincial Executive.

THE CANADIAN PUPILS' OWN VOCABULARY SPELLERS

have had five successful years' use throughout Canada. They are available through your School Book Branch in two editions, the Combined Text edition, which groups the grades conveniently in three volumes, Book 1 (Grades II and III), Book 2 (Grades IV, V and VI) and Book 3 (Grades VII and VIII), and the Text Workbook edition in single grades.

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Teachers' Manual
4-Color
Wall Poster
Pictorial Map
of India
and Pakistan
and Ceylon



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Please send me free copies of the following material:—

- | | |
|---|--|
| <input type="checkbox"/> The Story of Tea | <input type="checkbox"/> 4-Color Wall Poster |
| <input type="checkbox"/> Teacher's Manual | <input type="checkbox"/> Pictorial Map of India
and Pakistan and Ceylon |

Please indicate numbers required and stroke out what is not wanted.

Name.....
School.....
Address.....
City..... Province.....

Resolutions, Annual General Meeting, 1952

This material is confidential and the information contained therein is for the use of the members of the Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

NOTE: Some locals may find that their resolutions have not been printed exactly as forwarded to the office under statutory declaration. The councillors of the locals concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

1. They concern matters either in effect or being considered.
 2. They are similar in content to other resolutions, one of which has been printed.
- In these cases the Executive has selected the most comprehensive resolutions.
3. "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."—By-law No. 23.

There are four groups of resolutions to be presented to the Annual General Meeting:

(a) Resolutions passed by Annual General Meetings and regarded as policy resolutions of the Alberta Teachers' Association. These resolutions will be dealt with only by resolution of the Annual General Meeting to amend,

(b) other resolutions passed by previous Annual General Meetings. These will be reviewed by the Annual General Meeting of 1952,

(c) resolutions presented for consideration by one or more local associations,

(d) resolutions presented for consideration by the Executive Council of the Alberta Teachers' Association.

Policy Resolutions

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

(1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they

might induce to return to the profession many teachers who have left teaching for more remunerative employment.

- (2) Adequate grants up to at least 50 percent of the total cost of elementary and secondary education, such grants to include
- (a) a grant per classroom,
 - (b) an equalization grant based on the assessment per classroom,

- (c) a grant per pupil based on enrollment,
 - (d) a grant per teacher based on qualifications and experience,
 - (e) a grant towards cost of transportation in centralization,
 - (f) an isolation grant, based on the isolation of the school,
 - (g) a building grant for schools and homes for teachers.
 - (3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.
 - (4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.
 - (5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent of those for other faculties of the university, and a minimum of two years of training for certification.
 - (6) The employment of properly qualified persons in all teaching and supervisory positions.
 - (7) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer.
2. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education
- (1) to encourage teachers to take a greater part in curriculum making throughout the province,
 - (2) to make provision for centres to build their own curricula in consultation with the curriculum branch of the Department of Education;
 - (3) to use *The ATA Magazine* to report to the teachers all developments in curriculum making,
 - (4) to use *The ATA Magazine* to acquaint teachers with all proposed curriculum developments and changes, and to allow time for teachers to study these proposed changes before they are put into effect,
 - (5) to make adequate provision for curriculum meetings during school time at committee and sub-committee levels, and
 - (6) for release of one or more teachers from classroom duties to do the writing with respect to curriculum making or changes,
 - (7) to make provision for more representatives of the Alberta Teachers' Association on Department of Education curriculum committees.
3. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the conference committee and the Alberta Education Council to support their request to the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey to form the basis for a minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee.
4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association urge the Department of Education to continue the practice of calling into consultation the Alberta Teachers' Association and the Alberta School Trustees' Association in regard to all proposed changes in *The School Act* or school regulations and any other matters in which teachers' interests are concerned.
5. Whereas; on January 1, 1952, only a few teachers in Alberta were being paid at a rate of salary less than \$1800 per year, **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and



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Is there something unhealthy about a child's craving for sweets? Mothers see it expressed in an overwhelming interest in dessert, in a constant plea for candy. Teachers are long familiar with recess "snacks": with the candy sack tucked furtively in the desk. Overindulgence in all things is, of course, harmful. But the child's craving for sweets is a natural hunger for nature's quickest source of energy. Sugar goes into the blood stream faster, is burned more directly, provides

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the Executive Council of the Government to amend Section 172 of *The School Act* by raising the Statutory Minimum to \$1800 per year and by the deletion of the proviso to Sub-section (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time."

6. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but Whereas; there is merit in the principle of one salary schedule for all teachers in the province, **BE IT RESOLVED**, that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting.
7. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control, **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay.
8. Whereas; towns coming into divisions or counties may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are

changed from positional to single form, some salaries are higher than they would be under the single schedule,

BE IT RESOLVED, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule."

9. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days.
10. Whereas; the inadequate grants for elementary and secondary schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta, **BE IT RESOLVED**, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50 percent of the total cost of elementary and secondary education.
11. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons, and the Senate from Alberta to support legislation for federal aid to schools.
12. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association request the Government to increase capital grants for schools and teacher-ages.
13. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination

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of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations.

14. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the Government to amend the present legislation giving school boards the right to transfer teachers at the end of the school year, or during a school year, only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of transfers of teachers.

15. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Sub-section (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district."

16. **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act* so as to make provisions for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes.

17. **BE IT RESOLVED**, that the Alberta Teachers' Association seek the cooperation of the Alberta School Trustees' Association and other organizations in bringing to the people of Alberta detailed information about the needs of education in this province, and further

BE IT RESOLVED, that this Annual General Meeting ask the Executive Council of the Government to make a thorough survey of the Alberta schools.

18. Whereas; money to be spent on education should be administered by a school board elected specifically for that purpose, and

Whereas; coopting additional members for the school committee is contrary to democratic principles, **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act*, eliminating the aforementioned undemocratic principles in it, and further **BE IT RESOLVED**, that *The County Act* in no case be introduced without a favorable plebiscite vote of the taxpayers concerned.

19. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,

BE IT RESOLVED, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association.

20. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching, **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board

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Cold

Keep your hands clean, always wash your nose with gentle Kleenex soap, rough handkerchiefs, always blow your nose with gentle Kleenex tissue. Do not use Kleenex tissue only once, then destroy it. Germs and all, there is no one else's cause only once, then destroy it. Germs and all, there is no one else's cause only once, then destroy it. Germs and all, there is no one else's cause only once, then destroy it.

5 See Your Doctor

But if you catch a cold and it gets all help you avoid colds. But if you catch a cold and it gets all help you avoid colds. But if you catch a cold and it gets all help you avoid colds.



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of Teacher Education and Certification that the one-year program of teacher training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification.

21. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid.

22. **BE IT RESOLVED**, that the con-

trol of standards and conditions of entrance to the teaching profession be determined in consultation with the Alberta Teachers' Association.

23. Whereas; in the interests of education it is desirable that all teachers be fully qualified, and Whereas; regular classroom teachers must meet the requirements as set forth by the Department of Education and the Board of Teacher Education and Certification,
BE IT RESOLVED, that the policy of the granting of Letters of Authority be restricted immediately and that this policy be discontinued permanently at the earliest possible moment.

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Other Resolutions Passed by Previous Annual General Meetings

24. **BE IT RESOLVED**, that the Alberta Teachers' Association inform the Executive Council of the Government that it favours the continuation and extension of using part of the money for bursaries for students in the first and second years of training in the Faculty of Education, for scholarships to students in the third, fourth, and post graduate years of training in the Faculty of Education.
25. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationship between teachers, principals, and superintendents, and in the matter of advertising staff vacancies.
26. **BE IT RESOLVED**, that the Alberta Teachers' Association Central Office continue to send information about salaries and salary negotiations to local associations.
27. Whereas; *The School Act*, as amended in 1949, makes provisions for scholarships by districts for teacher-training, and Whereas; the Department of Education has circularized school boards, asking them to share in the cost of these bursaries, **BE IT RESOLVED**, that we ask the Department of Education to take the steps necessary again this year to insure that teachers who have accepted bursaries from school boards are not bound to a contract with that board, nor obligated to accept employment with the board at that board's convenience but that they should be permitted to accept employment with other school boards if they

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have not been placed by the board in a specific school on or before July 31.

28. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room.

29. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities.

30. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice-principals, and teachers.

31. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide time off for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of material for classroom instruction.

32. **BE IT RESOLVED**, that the Department of Education be asked to cooperate with the Alberta School Trustees' Association and the Alberta Teachers' Association in the preparation of regulations with regard to the renting of teacherages.

33. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Gov-

ernment to amend Section 178, Sub-section (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed.

34. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving local associations of teachers the right to negotiate with the school boards with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*.

35. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature.

36. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,

BE IT RESOLVED, that every local be urged to set up a public relations committee, and a publicity committee, which committees shall be directly responsible for public relations activities in

- (1) sending news of local interest to the local press,
- (2) sending news of provincial

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interest to the Alberta Teachers' Association Head Office,

- (3) assisting the Alberta Education Council publicity campaign and all other campaigns interested in the welfare of our schools,
- (4) cooperating with the press through advising them of educational events of interest and news value, and further

BE IT RESOLVED, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties.

37. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,
- BE IT RESOLVED**, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, which should include a recommendation from the principal of the school from which the applicant has obtained his Grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching.

38. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, continue their efforts to have allowed as deductible from taxable income

- (1) expenses in attending summer school,
- (2) contributions of supplementary pension fee of ½ % of salaries;

- (3) professional books and magazines,
- (4) expenses of attendance at conventions,
- (5) living expenses while absent from home marking examination papers.

39. Whereas; the Department of Education has not increased the basic pay for sub-examiners, yet the cost of living has increased beyond 170, nor given adequate living allowance credits for the same,

BE IT RESOLVED, that the Department be requested to raise the basic sub-examiner rate to \$17.50 per day, and the living allowance to \$7.50, the same to come into effect July 2, 1952.

40. **BE IT RESOLVED**, that the following be the order of preference with respect to improving benefits under the regulations of *The Teachers' Retirement Fund Act*.

- (1) pensionable service to start at age 25, which would increase the total to 40 years and the percentage of salary to 60%,
- (2) One and one-half percent increase to one and three-quarters percent, which would also increase the amount of pension,
- (3) establish a minimum pension for a required number of years of service,
- (4) count as pensionable service absence from teaching while on sabbatical leave,
- (5) count as pensionable service absence due to extended illness,
- (6) count as pensionable service absence while attending university to improve qualifications,
- (7) refunding of contributions to fund made more generous.

41. Whereas; the Department of Education secures various ser-

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Applications are invited for positions on the teaching staff of the Winnipeg Public Schools to commence teaching in September, 1952. The majority of positions vacant will be in the elementary schools—Kindergarten to Grade VI.

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Class I	One year's training (Grade XII plus Normal School)....	\$1800	\$3150
Class II	Two years' training (Second year University plus Normal School)	2000	3650
Class III	Three years' training (Third year University plus Normal School)	2200	4150
Class IV	Four years' training (Bachelor's (pass) degree plus Normal School)	2400	4500
Class V	Five years' training (Bachelor's (honors) degree or additional degree plus Faculty of Education)	2600	4700
Class VI	Six years' training (Master's degree plus Faculty of Education)	2800	4900
Class VII	Seven years' training (At least three years' graduate study)	3000	5100
Annual increments — \$150 per annum			
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vices from members of our organization, and

Whereas; the remuneration for such professional services is inadequate,

BE IT RESOLVED, that the Cen-

tral Executive of the Alberta Teachers' Association make representation to the Department of Education to secure adequate rates of pay for professional services.

Resolutions Presented for Consideration by One or More Local Associations

42. Whereas; all locals are expected to participate in all activities of the Alberta Teachers' Association, and

Whereas; locals are financed on a proportional basis according to membership, and

Whereas; the amount of local fees to be provided by the proposed change may be more than the amount required for the needs

of large compact locals, and
Whereas; this does not provide sufficient funds for the very small locals,

BE IT RESOLVED, that the Executive be asked to investigate this matter with a view to finding some way to overcome the difficulty.

43. **BE IT RESOLVED**, that those teachers who go on a legal strike

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receive 100 percent of their wages during such strike.

44. Whereas; there is at present no good evidence on which to make long-range comparisons of student achievement in the basic school skills, and

Whereas; many unsupported statements are constantly being made, comparing children of this school generation with other generations, or years,

BE IT RESOLVED, that the Alberta Teachers' Association initiate a long-range research program in basic school skills in the province of Alberta with a view to providing evidence upon which future comparisons might fairly be made.

45. Whereas; the professional qualifications of many teachers of Alberta are low, and

Whereas; many school boards are content to hire teachers with low

professional standing and probably in cases deliberately do this in order to save money,

BE IT RESOLVED, that the Department of Education be asked to implement a grant system whereby the amount of grant payable to the school boards would be proportional to the professional qualifications of the teachers employed.

46. Whereas; the participation of teachers in the making of curricula for Alberta's Program of Studies is necessary and a highly desirable professional activity, and

Whereas; the analysis of a recent survey of 35 teachers from various parts of the province who had recent experience in the making of curricula indicates dissatisfaction with the present method of reimbursement in money or time off for this extra work, and

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Whereas; there is a history of dissatisfaction on the part of the teachers regarding extra work for the Department of Education, and

Whereas; Alberta teachers subscribe to the principle of "professional pay for professional work,"

BE IT RESOLVED, that the Alberta Teachers' Association Executive Council approach the Department of Education with a plan which will:

(1) Develop closer liaison between the Alberta Teachers' Association and the Department of Education in the matter of occasional employment of teachers by the Department,

(2) Guarantee professional pay for professional work (e.g., departmental committees) in the form of money or time off to perform the work required.

47. Whereas; the cost of summer school sessions represents a direct outlay of capital to improve the teacher's ability to serve the community and the nation,

BE IT RESOLVED, that this Annual General Meeting request the Executive to contact the Canadian government with the view to urging that the full cost of summer school sessions be made deductible from income for the purpose of calculating income tax and further that this request be forwarded to the Canadian Teachers' Federation.

48. Whereas; teachers in the United States have been accorded income tax concessions for further professional training, and

Whereas; capital expenditure in any business is tax free and is the same as a teacher's capital expenditure for educational betterment,

BE IT RESOLVED, that the Central Executive be instructed to

petition the dominion government that the income tax regulations be revised so that instruction fees, cost of texts, and travelling expenses, including living expenses on route, of any teacher attending an accredited summer session of a university should be deductible from taxable income.

49. Whereas; the nature of the personnel of boards of arbitration as they are set up at the present time makes it impossible for a board to arrive at an unbiased or just decision,
BE IT RESOLVED, that the government be requested to instigate legislation which will make possible the appointment of arbitration boards of three neutral members, preferably judges of sterling reputation, to which the representatives of the teachers and of the school boards may present their briefs, to the end that arbitration awards may be based without prejudice on the merits of the arguments presented.

50. Whereas; the nature of the duties of the profession renders a teacher vulnerable to charges of criminal acts against minors, and Whereas; the policy of the Alberta Teachers' Association does not authorize the Central Executive of that body to give legal assistance to a member of the Association against whom a criminal charge has been laid,

BE IT RESOLVED, that the policy of the Alberta Teachers' Association be changed thus: "It is the duty of the Association to provide, upon application, payment of counsel and all legal costs necessary to the defence in the courts of Alberta of any member of the Association who has been charged with a criminal act allegedly committed against a pupil in the classroom or in conjunction with his duties as a teacher."

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51. Whereas; an Alberta teacher has been subjected to a prosecution which has caused him great expense and much personal anxiety on an apparently unfounded charge laid by the Crown upon the instigation of certain irresponsible individuals;

BE IT RESOLVED, that this local approach the Central Executive of the Alberta Teachers' Association with a view to preferring charges against these individuals in the hope that the publicity and expense resulting to them serve as a deterrent to future unjust allegations against teachers.

52. Whereas; under the present By-laws of the Alberta Teachers' Association, Provincial Executive

members are elected for one year, and

Whereas; it is possible that a new Executive could be elected every year, and

Whereas; it is felt that such a possibility would not be in the best interests of the Alberta Teachers' Association,

BE IT RESOLVED, that the By-laws of the Alberta Teachers' Association be amended so that Provincial Executive members are elected for a period of two years, and further

BE IT RESOLVED, that for the first election under the revised By-laws, so that all of the Executive members shall not retire at one time, half of the Executive members be elected for a period

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of one year and the remainder for two. The districts who will elect members for two years during the initial election shall be determined by lot. After the first election, all Executive members shall be elected for two years.

53. Whereas; the members of the Alberta Teachers' Association are faced with the necessity of making important decisions on matters pertaining to pensions, and Whereas; technical knowledge is required for the making of such decisions,

BE IT RESOLVED, that the general secretary be instructed to arrange for an intensive course at the 1952 Banff Workshop to instruct delegates as to the content and operation of *The Teachers' Retirement Fund Act*, and the problems concerning the fund, and further

BE IT RESOLVED, that for purposes of this course the services of a pensions expert be secured.

54. Whereas; all teachers will now receive a pension of \$40 a month at age 70 from the dominion government,

BE IT RESOLVED, that the Board of Administrators of the Teachers Retirement Fund give consideration to arranging that teachers' pensions be \$40 a month more up to age 70 than they will be after age 70.

55. Whereas; ideas are being suggested to make the unfunded liability of the Teachers' Retirement Fund actuarially sound, and

Whereas; a plan similar to the following has solved the same problem in the Saskatchewan Teachers' Federation,

BE IT RESOLVED, that the Annual General Meeting go on record as favoring the following plan: All teachers who have gone on pension after April 1, 1948, or who will go on pension before 1974, will pay contributions to

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the pension board up to a total of thirty-five contributing years, the amount to be paid by the teachers on pension would be the amount of teacher contribution, plus board contribution, plus government contribution, on salary on which pension is calculated, e.g., contributed steadily from 1939 to 1951 (twelve years), twenty-three years yet to contribute while on pension, at a salary of \$3,000 during the year 1950-51, the teacher would pay 8% of \$3,000 per annum or \$20 per month; approximate pension on \$3,000 average for the best five years is \$125 less the pension contribution of \$20, leaving \$105 per month.

56. Whereas; the pension contribution collected from teachers at the present time is quite heavy, and

Whereas; the situation with respect to the unfunded liability is likely to cause an increase in the teacher contribution,

BE IT RESOLVED, that benefits paid to teachers on pension, from the Supplementary Pension Fund, be automatically stopped when the teacher can qualify for the the federal universal pension.

57. Whereas; many teachers in Alberta wish to be better informed regarding pensions in general and our own provincial teachers pension fund in particular,
BE IT RESOLVED, that the Provincial Executive bring a specialist in the field of insurance and pensions to the Banff Workshop to conduct a study group in pension schemes.
58. **BE IT RESOLVED**, that the time a teacher is on leave of absence from his school in advancement of professional training be counted as pensionable service.
59. **BE IT RESOLVED**, that the Executive Council of the Alberta

Teachers' Association secure the actuarial figures on the costs of pensions which would be reduced by \$40 per month at age 70, and consider

(1) the effect any resultant saving would have on the suggested increase of 3% contribution for pensions,

(2) cash benefits,

(3) other things which might lead to a solution of the pension problem without any substantial increase in pension contribution.

60. Whereas; the workshop idea has proved very successful in promoting knowledge, and

Whereas; there seems to be a serious lack of understanding among teachers regarding the pension plan,

BE IT RESOLVED, that the Alberta Teachers' Association Executive Council institute a work shop at Banff on pensions.

61. Whereas; Barnett House, the house that the teachers built, is now open for the use of the teaching body,

BE IT RESOLVED, that some room be set apart for the use of groups of teachers meeting on professional business.

62. **BE IT RESOLVED**, that this Annual General Meeting endorse the idea of the formation of a high school athletic association to govern school competitions; that we request the Alberta Teachers' Association to assist in the formation of such an association.

63. **BE IT RESOLVED**, that the Central Executive be asked to accelerate its action towards a medical and hospitalization group insurance plan for teachers of Alberta.

64. Whereas; the lack of an officially prescribed starting age for school children causes annoyance, embarrassment, and difficulty to school principals and primary teachers,

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BE IT RESOLVED, that the Department of Education be asked to set a minimum chronological age below which a child may not be admitted to school.

65. **BE IT RESOLVED**, that the teachers of Alberta express their thanks and appreciation to those individuals who, working through arbitration, conciliation, and work in general, have obtained many increases in the salary schedules of many divisions.
66. Whereas, some books (including workbooks), tools, and equipment useful in the school room, manufactured in the United States, are not available in Canada, and Whereas; a teacher who purchases such books, tools, or equipment from the United States must pay a heavy duty on them, rendering impractical such purchases, which would otherwise be beneficial to teachers and pupils, **BE IT RESOLVED**, that appeals be made through the proper channels requesting the federal government to revise such duties, in the interests of education.

Resolutions Referred to The ATA Education Coordinating Committee

By regulation of the Annual General Meeting all resolutions dealing with curriculum, examinations, etc., are referred to The ATA Education Coordinating Committee for investigation and report. The following resolutions come under this category.

67. Whereas; the changing educational scene calls for periodic curriculum revisions, and Whereas; it is deemed desirable that teachers should play an increasing part in curriculum building, and Whereas; the Alberta Teachers' Association has shown an increasing concern for the wider participation of teachers in the formulation of educational policy, **BE IT RESOLVED**, (a) that the

Alberta Teachers' Association press for greater local autonomy in curriculum building so as to bring the school into closer harmony with local conditions,

(b) that individual teachers in accredited schools be given greater freedom in the selection of material to illustrate or implement a given course of studies,

(c) that in the matter of fundamental changes involving divergent educational philosophies that the Alberta Teachers' Association preserve their right of criticism by leaving the work of curriculum writing to duly constituted departmental curriculum committees.

68. Whereas; the student who leaves

high school with the high school diploma and who will, it may be assumed, continue no further with his formal education, is the very student who most needs the cultural and inspirational influence of an adequate program of English in the high school,

BE IT RESOLVED, that we strongly recommend that the literature unit be made compulsory for the high school diploma.

69. Whereas; the matriculant, having in his final year in high school a choice between social studies and literature, would choose, for the purposes of university entrance, that unit carrying the highest credit value,

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strongly recommend that the literature be not penalized by attaching to it a credit value of only three, but that the credit value of social studies and literature be made equal, that is, that they each carry five credits.

70. **BE IT RESOLVED**, that the curriculum division of the Depart-

ment of Education use a more democratic method in selecting the members for committees for the formation of courses, that is, through the General Secretary, Alberta Teachers' Association, who in turn would contact local Alberta Teachers' Association groups.

Resolutions Presented for Consideration by the Executive Council of the Alberta Teachers' Association

71. **BE IT RESOLVED**, that the following section be added to our Code of Ethics, "The teacher does not accept a position with a school board without first clearing through Head Office of the Alberta Teachers' Association."

72. **BE IT RESOLVED**, that the Annual General Meeting of the Alberta Teachers' Association go on record as approving the stand taken by the teachers of Nova Scotia in their endeavours to get better salaries, and further, that thanks be extended to the members of the Alberta Teachers' Association who assist the teachers of Nova Scotia through their contributions to the fund, set up by the Canadian Teachers' Federation, to help the teachers of Nova Scotia while without salary.

73. **BE IT RESOLVED**, that (1) the Executive Council of the Alberta Teachers' Association set up a fund for the purpose of paying all or part of the salaries of

teachers who are on strike with the approval of their local association and the Executive Council of the Alberta Teachers' Association, and other expenses in connection with the strike, and (2) this fund to be called the Strike Fund of the Alberta Teachers' Association, and (3) the fund be established through the following means:

(a) a levy of one dollar per teacher per week while the strike is in progress, and for as long after the strike is settled as deemed necessary by the Executive Council. This amount to be collected by the locals,

(b) all the moneys in general surplus over an amount of \$20,000 as at December 31 of each year,

(c) additional contributions from local associations and individuals,

(d) accumulated interest on any amounts in the fund.

By resolution of the Executive Council of the Alberta Teachers' Association, each local will be paid a grant of \$5.00 for each accredited councillor for each and every day in attendance at Annual General Meetings and other general meetings of the Association, except for those councillors residing in the city in which the meeting is held.

Financial Report

February 25, 1952.

To the Members of the
Alberta Teachers' Association.
Ladies and Gentlemen:

We submit herewith Balance Sheet of your Association as at December 31, 1951, Revenue and Expenditure Statement for the year ended that date, together with Revenue and Expenditure Statement of The ATA Magazine for the same period and related schedules.

We have audited the Association's books, accounts and records for the year 1951 and report that we have received all the information and explanations we have requested and that all of our requirements as auditors have been complied with. In our opinion, the accompanying Balance Sheet is properly drawn up so as to exhibit a true and correct view of the financial position of the Association as at December 31, 1951, and the Revenue and Expenditure Statement correctly reflects the results of operations for the year then ended, according to the best of our information, the explanations received by us, and as shown by the books of the Association.

Bank balances and securities representing the investments have been verified by us. During the year purchases of securities consisted of \$11,000.00 Province of New Brunswick Bonds, \$20,000.00 Province of Ontario Bonds and \$10,000.00 Province of Manitoba Bonds. Securities disposed of were \$2,400.00 Province of Alberta Bonds and \$10,000.00 Hydro-Electric Power Commission of Ontario Bonds.

Additions to Office Equipment totalled \$5,478.40 and \$70,217.70 was expended on the new building, \$35,000.00 of this latter amount was advanced by the Board of Administrators, Teachers' Retirement Fund and \$2,291.43 has been repaid on this loan.

Operations for the year have resulted in a surplus of \$41,349.90 on general account and a deficit of \$3,695.14 on The ATA Magazine or a Net Surplus of \$37,654.76. The Association's net assets or members' equity now total \$260,350.25, composed of total Assets as shown on the Balance Sheet of \$347,087.46, less liabilities of \$86,737.21, made up of Current Liabilities of \$11,759.92, Trust Liability of \$72,708.57 and Reserve for Depreciation on Building of \$2,268.72.

Appropriation to Trust Funds from Revenue during the year totalled \$13,064.74, composed of \$9,000.00 from General Revenue and \$4,064.74 from Investment Earnings, the latter being at the rate of 3% per annum on the balance of Trust Funds Reserves at December 31, 1950, which were represented by productive assets. Details of these appropriations are as follows:

Trust Fund	From	From	Total
	General Revenue	Investment Earnings	
Scholarship	\$1,000.00	\$ 445.76	\$ 1,445.76
Research	1,000.00	390.00	1,390.00
Library	1,000.00	390.00	1,390.00
Building	3,000.00	1,476.10	4,476.10
General	3,000.00	1,362.88	4,362.88
	<u>\$9,000.00</u>	<u>\$4,064.74</u>	<u>\$13,064.74</u>

By resolution of the Association's Executive an amount of \$25,000.00 was transferred from surplus to the Building Fund Reserve.

During the year the Supplementary Pension Fund Reserve was increased by \$33,214.81, to a total at December 31, 1951, of \$42,879.66. Revenue for the year totalled \$84,127.06 and Supplementary Pensions paid were \$50,912.25.

Barnett House was completed during the year and the Association's offices were moved there on June 1, 1951. Net cost of operating the building for seven months was \$3,546.12 or \$509.22 per month.

We shall be pleased to supply any further information which may be desired at any time.

All of which is respectfully submitted,

PATRIQUIN, DUNCAN, McCLARY, McCLARY & COMPANY.

By: John P. McClary.

ALBERTA TEACHERS' ASSOCIATION

BALANCE SHEET

DECEMBER 31, 1951

Assets			
Current Assets—			
Cash on Hand		26.75	
Cash in Imperial Bank of Canada		27,738.60	
Department of Edu- cation and Divisional School Boards (Esti- mate of Fees not yet received)		9,036.48	
Cash Advanced for Executive Expenses		300.00	
Accounts Receivable	4,347.23		
Less Reserve for Bad Debts	200.00	4,147.23	
Stationery on Hand		1,750.00	
Insurance Prepaid		610.00	43,609.06
Investments—			
City of Calgary			
Bonds		5,000.00	
Accrued Interest		87.50	5,087.50
Fixed Assets—			
Office Equipment	9,323.80		
Less Reserve for Depreciation	1,734.24	7,589.56	
Library	2,000.53		
Less Reserve for Depreciation	2,000.53		
Deposits		100.00	7,689.56
Trust Funds Assets—			
Cash in Bank		363.25	
Securities of the Dominion of Canada, Provinces of Sas- katchewan, Ontario, Manitoba and New Brunswick, Cities of Edmonton and Calgary		114,802.78	
Accrued Interest		862.23	
Supplementary Pen- sion Fund Deposit		4,500.00	
Estimate of Supple- mentary Pension Fees Receivable		8,033.17	
Mortgages		6,570.55	
Real Estate — Land and Building		155,569.36	290,701.34
			<u>347,087.46</u>

This is the Balance Sheet referred to in our report to the Members of the Alberta Teachers' Association, dated February 25, 1952.

PATRIQUIN, DUNCAN, McCLARY, McCLARY & CO.
Chartered Accountants.

By: John P. McClary.

Edmonton, Alberta,
February 25, 1952.

ALBERTA TEACHERS' ASSOCIATION

BALANCE SHEET

DECEMBER 31, 1951

Liabilities

Current Liabilities—			
Accounts Payable	7,796.42		
Local Fees Payable	<u>3,963.50</u>	11,759.92	
Trust Funds Liability and Reserves—			
Trust Liability:			
Teachers' Retirement Fund—Mortgage	72,708.57		
Reserve for Depreciation of Building	<u>2,268.72</u>		
Trust Funds Reserves:			
Scholarships	15,909.66		
Research	14,315.56		
Library	14,147.53		
Building	78,679.48		
General	49,792.16		
Supplementary Pensions	<u>42,879.66</u>	<u>215,724.05</u>	<u>290,701.34</u>
Surplus—			
Balance Dec. 31, 1950	31,971.44		
Net Surplus for Year 1951	41,349.90		
Less Magazine Deficit for 1951	<u>3,695.14</u>	<u>37,654.76</u>	<u>69,626.20</u>
Deduct:			
Transfer to Building Reserve	<u>25,000.00</u>		
Balance Dec. 31, 1951		<u>44,626.20</u>	<u>347,087.46</u>

THE ATA MAGAZINE

REVENUE AND EXPENDITURE STATEMENT YEAR ENDED DECEMBER 31, 1951

Revenue

Advertising	7,298.81	
Subscriptions	<u>9,553.35</u>	16,852.16

Expenditure

Administration	1,200.00	
Salaries	4,800.00	
Rural Editorial Service	<u>418.57</u>	6,418.57
Printing of Magazine (10 Issues)	11,589.93	
Commission on Advertising	1,442.56	
Postage — Magazine	<u>239.12</u>	13,271.61
Rent and Janitor	825.00	
Travelling	<u>32.12</u>	<u>857.12</u>
Net Deficit for Year Ended December 31, 1951		<u>20,547.30</u>
		<u>3,695.14</u>

ALBERTA TEACHERS' ASSOCIATION
REVENUE AND EXPENDITURE STATEMENT
YEAR ENDED DECEMBER 31, 1951

Revenue			
Fees	122,449.39		
Less Transferred to The ATA Magazine	9,000.00	113,449.39	
Investment Earnings	4,680.98		
Sale of Old Furniture	314.00	118,444.37	
Expenditure			
Office and Administration (Per Schedule)		29,152.96	
Honoraria		500.00	
Law Costs and Legal Retainer		1,184.25	
Publicity		5,430.06	
Fall Conventions	4,305.61		
Less Revenue Applied	2,928.46	1,377.15	
Banff Workshop	5,378.07		
Less Receipts Applied	3,141.95	2,236.12	
Annual General Meeting		2,673.68	
Executive Meetings		6,080.07	
General Executive Expense		1,568.66	
Committees (Per Schedule)		2,168.31	
Salary Negotiations		2,670.48	
Canadian Teachers' Federation—Fees		3,903.60	
Canadian Teachers' Federation Convention		1,428.31	
Western Conference		129.45	
Alberta School Trustees' Ass'n. Convention		272.70	
Canadian Educational Ass'n. Convention		64.58	
Secretaries' Conference		274.05	
Scholarships	394.90		
Less Revenue Applied	394.90		
Research Committee	74.44		
Less Revenue Applied	74.44		
Library Committee	242.47		
Less Revenue Applied	242.47		
Moving		1,131.22	
Official Opening		1,784.08	
Trust Fund Appropriations:			
From General Revenue	9,000.00		
From Investment Earnings	4,064.74	13,064.74	77,094.47
Net Surplus, being excess of Revenue over Expenditure, for the Year Ended December 31, 1951			41,349.90

**ALBERTA TEACHERS' ASSOCIATION
SUPPLEMENTARY PENSION FUND RESERVE
DECEMBER 31, 1951**

Balance Jan. 1, 1951		9,664.85
Revenue:		
Receipts in 1951	82,105.74	
Less Estimate of Fees Receivable January 1, 1951	<u>6,011.85</u>	
	76,093.89	
Add Estimate of Fees Receivable December 31, 1951	<u>8,033.17</u>	84,127.06
		<u>93,791.91</u>
Supplementary Pensions Paid in 1951		50,912.25
Balance Dec. 31, 1951		<u>42,879.66</u>
Represented by:		
Deposit with Board of Administrators, Teachers' Retirement Fund	4,500.00	
Estimate of Supple- mentary Pension Fees Receivable as at Dec. 31, 1951	<u>8,033.17</u>	
Securities and/or Cash	<u>30,346.49</u>	<u>42,879.66</u>

**ALBERTA TEACHERS' ASSOCIATION
BARNETT HOUSE
STATEMENT OF RENTAL COSTS
JUNE 1 TO DECEMBER 31, 1951**

Revenue		
Rentals—		
Monarch Life		
Assurance Co.	3,248.40	
Teachers' Retirement Fund	1,166.67	
The A.T.A. Magazine	700.00	
Total Revenue		5,115.07
Expense		
Taxes	1,203.58	
Insurance	<u>166.28</u>	1,369.86
Maintenance		112.67
Heat		296.10
Light and Water	447.13	
Less Recoveries	<u>121.61</u>	325.52
Janitor	1,575.00	
Less Recoveries	<u>685.00</u>	890.00
Janitor Supplies		39.75
Total Direct Expense		<u>3,033.90</u>
Interest on Mortgage	1,908.51	
Interest Charge to Provide Earnings at 3% on Trust		
Funds Invested	<u>1,450.06</u>	3,358.57
Provision for Deprecia- tion at 2½%	<u>2,268.72</u>	
Total Expense		<u>8,661.19</u>
Net Cost in Lieu of Rent		<u>3,546.12</u>

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The Somnolent Years

(Continued from Page 11)

is high quality writing and it is too bad that all this beauty was more or less wasted on a trivial idea, for after all leaves are not afraid of coyotes.

Some dreamy afternoon when your grade ten class is more than usually somnolent, perhaps this might help to stir up some much-needed enthusiasm, namely, to have them listen to, and afterwards transcribe in their note books for future reference, the following poem:

COMMA CAUTION

Harold Willard Gleason

Be gentle to the comma, with its curly little tail;

Though dainty and diminutive, its power turns one pale.

It causes much confusion, when neglected or misplaced,

So slur it not through ignorance, nor nor hobble it through haste.

Expressions parenthetical (however," or "said he")

All nominatives of address, appositives aussi,

Inverted order clauses, which come before the main,

The members of a series: Lizzie, Annabel, and Jane;

Long phrases, introductory, containing verbal parts,

All nonrestrictive elements—His hobby, which is Arts:

Dates, addresses in detail, 10 Broadway, Hartford, Conn.

Or Saturday, June 26; and, last, to ponder on:

The parts of compound sentences: Ike hops, but Willie flees;

All these require commas tucked in their interstices.

One may not move a mountain, but one may preserve a state

By cultivating commas, and tomorrow is too late.

Supplementary List of Voters

—A—
Tinie Abday, R. Amundsen.

—B—
Ernestine Battryn, Jean Bishop, Mrs. M. Bluck, Mrs. M. L. Blumenschein, Elizabeth Borys, Alma Both, Elizabeth Botheras, Amelia Boudreau, Helen Bronson, Howard Brown.

—C—
Mrs. H. E. Carley, Margaret Caouette, Grace Clark, Jean Clifton, Mrs. C. Climenhaga, Isabel Collins, Loretta Creighton, E. M. Cuff, Julia Cunningham.

—D—
Mrs. C. Delano, Christy Dickie, Mrs. H. Dickinson, Lorene Douglas, Dorothy M. Doyle, Miss D. Dubets.

—E—
Clifford Wm. Elliott, E. Erickson, E. Ewald.

—F—
M. I. Ferguson, Alice Fischbuch, Rose Ford.

—G—
G. W. Gilbert, Marilyn Godfrey, Mrs. A. P. Grant, R. Greenwood.

—H—
Doris E. Hall, Eleanor B. Hall, Doris Harding, Navee Harris, B. Henkel, Mildred Herron, Hazel Howard.

—J—
Mrs. M. M. James, R. Jenssen, H. R. Jeffers, Clara Anne Johnson, Mrs. D. M. Jordan.

—K—
Mary J. Kelly, N. S. Kirk, W. F. Kuhl.

—L—
Lea H. Langlois, Joseph E. L'Heurux, Jean Lomas, J. M. Lydiard, Agnes Lynass.

—M—
Ruth McBride, Mrs. E. McBurnie, Alice McCrindle, Margie McCrea, M. MacDonald, Nora MacLeod.

—N—
Muriel Massing, Jean Menzies, E. M. Metz, Dorothy Morris.

—O—
S. K. Neil.

—P—
Irene Oatway, Stanley Orsten.

—Q—
O. Patterson, Isabella Payne, Mrs. M. Pedersen, Joyce Pettersson, Gwen S. Polomark, G. J. Popil, Marguerite A. Primeau.

—R—
Norman Robertson, George Robinson, Edward Rocharts, Neil E. A. Ronaghan, Dora Rozier.

—S—
Ruth Sandulak, Fred Shydowski, Mary Simmonds, Bessie Smith, Margaret Ethel Smith, Olive Smith, A. Helene Strachuk, Leta Stocks, Pauline Sutermeister, Hedvig Swanson.

—T—
Margaret Turner.

—V—
Marie Vallee.

—W—
Merle Wanamaker, Emma C. Wehrs, R. G. Weidon, Mrs. Wheatley, Phyllis Wilson, R. E. Young.

—Z—
Julian Zilinski, Tillie Zowtiak.
SISTERS
Sr. Aimée-du-Divin-Coeur, Sr. Barton, Sr. M. Stanislas, Sr. M. St. Yvonne, Sr. Winifred (Downs), Sr. M. Valeris, Sr. S. Yvette du S. C.

March, 1952

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Pensions

(Continued from Page 14)

Let us suppose that the dollar appreciates in value. What may be expected then? For example let us suppose that salaries continue to rise for the next ten years and then decline fairly rapidly. Teachers retiring for many years after this would be in a position to use the salary period of the five highest years before the decline began. It is conceivable that a situation like this would automatically throw an increased burden on the Fund similar to a general increase in salaries as indicated by the Actuary. In view of these future prospects it is fundamental that our Pension Plan embody certain factors that would tend to offset any marked changes in salary.

2. Reasons for Limiting Teacher

Contributions to 5%

(1) A number of teachers, including the writer, are of the opinion that we should not contribute more than 5% to the Fund. This would be in agreement with the decision of a previous AGM and the Emergency General Meeting held in Edmonton on January 26 this year. We should advise our Councillors, the Central Executive and the Board of Administrators that other solutions must be found to solve the problem rather than to ask for contributions from teachers beyond 5% of salaries. Some argue it is good business to pay in more and get a higher pension, especially if other contributions are increased too. Granted it is, within limits. However, it must be remembered that we are approaching the point where present utility of our money is greater than future utility.

(2) With the trend more and more for governments to enter the pension field there is less urgency for groups to adopt pension plans that give adequate security at retirement. The old age pension is universal for all over 70 years of age

The ATA Magazine

and in Alberta those in need, between the ages of 65 and 70 years may receive a pension subject to a means test. It is quite conceivable that old age pensions will be paid to all over 65 years in the not too distant future. Certainly, there is now some public opinion supporting this proposal.

(3) After July 1 of this year there will be an added federal levy of 2% on our taxable income for old age pension. Therefore it is quite correct to say that we will be contributing to two pension plans. Our contributions will be as shown.

Present Contributions	4 %
Supplementary Pension Fee (this will not be required after 10 to 12 years?)	1/2 %
Proposed levy of 3% (our share may vary from 0 to 3%)	0 to 3 %

4 1/2 % to 7 1/2 %

To this must be added the 2% levy on our taxable income for old age pensions. Therefore after July teachers will pay from 4 1/2 % to 7 1/2 % on the non-taxable portion of their salaries and from 6 1/2 % to 9 1/2 % on the balance. In addition to pension contributions teachers have other deductions from their salaries, e.g. ATA fees; Community Chest; Health Insurance, etc.

3. Suggestions for Solving the Problem

(1) *Combination Plan* — Increase the teachers' contribution to 5%; accept further contributions from other sources, then if more revenue is required make an adjustment in the pension after age 70. That is, pay the full pension from age 65 to 70 years then after 70 reduce the benefits when those on retirement are receiving the old age pension.

(2) *Extended Time Plan* — Instead of using the 5 years of highest salary, take a longer period of time to determine a teacher's pension (average of 15, 20, or 25 years, or of the total

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The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 2, 1952. Interested teachers are invited to write to the undersigned for blank Application Forms and Salary Schedules.

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teaching time). In addition increase the contribution time from 35 years to 40 or more.

(3) *Annuity, Plus Uniform Govt. Contribution Plan*—Change the present pension plan so that the teacher's contributions, together with interest, buys an annuity at retirement, supplemented by a uniform payment to all teachers from Government sources. (The Government contributions should be adjusted periodically to correspond to changes in the value of the dollar.) This plan has certain commendable features:

(a) There would be no need of increasing present contributions and no more worry about future financial difficulties.

(b) Teachers would not be paying interest in perpetuity on the Unfunded Liability.

(c) It would be a more uniform and equitable expenditure of public funds.

It need hardly be added that I hope all councillors will discuss this problem with their teachers before the AGM.

Discipline Cases

Most of the charges of professional misconduct on the part of teachers are laid by school boards. The majority of the complaints investigated have been that teachers have disregarded their contractual obligations in that they did not terminate their engagements in accordance with the regulations of *The Alberta School Act*. Every time a teacher breaks a contract illegally, all members of the teaching profession are discredited to some extent. Teachers are expected to observe all the regulations of *The School Act*. All cases of a teacher having violated any section either of *The School Act* or of the Code of Ethics of the Alberta Teachers' Association, should be reported to the Executive by the local association as well as by the board of trustees.



Official Bulletin, Department of Education

No. 150

Grade IX Examination Policy

A pamphlet on Grade IX examination policy has been prepared by the Entrance Examinations Board, Department of Education. It contains a brief description of present practices and suggests possible changes. A copy may be obtained upon application from Mr. H. R. Hawes, Supervisor of Examinations Branch, Department of Education, Edmonton.

During the past few years considerable thought has been given to the need for some revision of our examination policy but it is felt that no change should be effected until the question has been carefully studied by teachers and other interested groups.

Notice to All Teachers of French III

On the Grade XII paper in French in June, 1952, considerable attention will be given to the reading matter in *Livre de Lecture* and the exercises based on selections from *Livre de Lecture*. Because this is a new textbook, and for other reasons, some options will be given, as far as the reading selections and the accompanying questions are concerned. The story *L'Embarquement Pour Gibraltar* is compulsory. The prescribed reading selections and exercises are all of the following:

1. *L'Embarquement Pour Gibraltar*
2. *La Mort du Chien* OR *Elle Avait Pris Ce Plù*
3. *Mon Ami Naz* and *Le Pot de Miel* OR *Le Tailleur de Pierres*
4. *Le Parapluie* OR *Plaisir d'Amour* and *Les Actions Indiscrettes*
5. *La Tire* and *Le Repas de Midi* OR *La Boucane* and *L'Hiver*
6. *Rondeau* OR *Deux Quatrains*
7. *Une Epigramme* OR *Quand Michel - Ange Eut Peint.*

Interprovincial Transfers

The program of preparedness being followed by our Department of National Defence not only involves the recruitment of large numbers of married men with families but also requires that service personnel be frequently moved from province to province in Canada with the result that their school-age children often have to change schools as many as three and four times a year. Since there is a variation of curriculum from province to province, these children are at a distinct disadvantage every time such a change is made. If there is any doubt about the proper grade placement of such pupils, teachers and principals should consult their superintendent.

These students should be observed carefully and given special assistance when necessary.

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News from

Andrew Sublocal

A festival questionnaire was presented and many suggestions given for possible improvements, at the January meeting. May 16 is the date for the festival at Andrew.

John W. Huculak reported that a new negotiator would be chosen at the next general meeting of the local.

Castor Sublocal

At the January meeting, Margaret Jackson gave a comprehensive report on work done by the music festival committee and gave suggestions for the setting up of local committees to make arrangements for the sub-local festival to be held the last of April.

There was a display of outlines and materials for elementary grade enterprises by Sr. Rosalie, Mary Gaukler, Petra Wallin, and Annie Veloshin.

At the next meeting, junior high school teachers will present suggestions and views re students entering junior high school and as to how the two groups can work together for good results.

Clover Bar Sublocal

At the February meeting several teachers were present to hear F. J. C. Seymour, assistant general secretary, outline plans and proposals for Education Week. Mr. Seymour urged teachers to hold "open house" for the parents and to bring to the attention of the public the importance of education.

When asked to report on the results of the recent emergent meeting concerning salary proposals, Mr. Seymour said that, as yet, he was unable to determine what effect the meeting would have on various boards throughout the province.

Our Locals

Edson Sublocal

Matters under discussion at the January meeting were the payment of substitute teachers and the salary schedule.

EUS, Calgary Branch

John D. Coats was the EUS delegate to the Western Canada Student Teachers' Conference at the University of Manitoba on January 28 to 31.

This was a trip home for Mr. Coats as he was born and educated in Winnipeg. During the war he served in the RCAF, after which he returned to Winnipeg to obtain his B.A. at the University of Manitoba. For two years he held the position of lecturer for the Canadian Forestry Association.

Evansburg-Wildwood Sublocal

Officers for the year are Ralph Zuar, president; John Reid, vice-president; Harry Kuharchuk, secretary-treasurer; Louise Akers, press correspondent.

At the January meeting of the sublocal, the chairman gave a report on the activities of the Alberta District Council. Other topics of discussion were the Banff workshop and the spring festival.

Fairview Local

Educational phases of the local program was a topic of discussion, led by President Stan Chapman, at the December meeting. Suggestions offered to the members to aid them in planning their meetings were: films, demonstrations (within or without classes) professional book reviews (making use of The ATA Library), and specialized talks given by sublocal members.

Sister Agnes Dolores gave informative demonstrations of the

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Fort Vermilion Local

The study of *These Are Your Children* was continued, with the teachers of Fort Vermilion and Stoney Point schools presenting two more chapters.

Hairy Hill Sublocal

Nicholas Poohkay, district representative, gave a report on the meeting held in Edmonton on January 26.

F. Hannochko, superintendent of schools, led a discussion on Bulletin I and II of the Course of Studies.

Hines Creek

Officers for Hines Creek Sublocal are president, **Grace Shepherd**; vice-president, **I. Vass**; secretary, **Kay Wolfenber**; treasurer, **Glen Gorious**.

Meetings will be held every second Wednesday.

Olds Local

A presentation from the Olds Local was made to the retiring chairman of the Olds School Division, **William Davies**.

Reimbursement of councillors attending sublocal meetings was discussed. A contribution of \$100 was sent to the general secretary to aid the teachers of Nova Scotia.

Other business included the appointment of a music festival committee, discussion of AGM resolutions, and a report of the Emergent General Meeting.

Turner Valley Local

Executive members are **Elmer Fast**, president; **Alta Kabeary**, secretary-treasurer; **H. McCullough** and **E. Fast**, councillors.

Ian McLaren, chairman of the negotiating committee, was chosen to represent the local at the Emergent General Meeting.

A. Hosking, **S. Pogue** and **H. McCullough** led an interesting discussion on marking procedures. The majority of the members favoured the use of figures rather than letters on report cards.

Taber Local

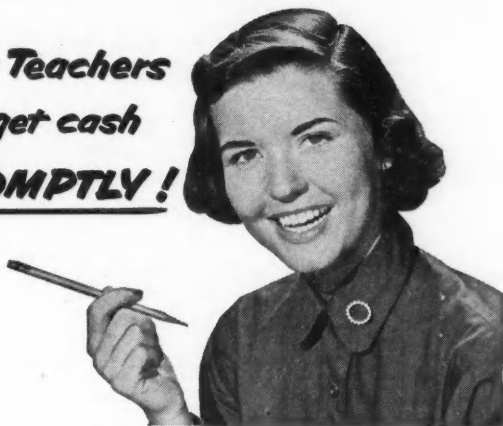
Topics discussed at the executive meeting of the local were (1) salary problems, (2) councillor reports of the January twenty-sixth meeting, (3) teacherage rentals, (4) nominations for ATA Executive Council, and (5) vote of appreciation to the salary negotiating committee, headed by **Stan Leavitt** of Barnwell.

Wanham-Tangent Sublocal

It was decided to refer to leaders **James Parks** and **Harold Sharlow** all arrangements regarding the track meet. Members decided it would disrupt school routine too much to have both a festival and track meet in one year, so the decision was made to hold only a track meeting with the hope that the festival and track meet could be alternated.

Suggestions were made regarding salary changes and the opinion was expressed that negotiations should be carried on for a basic salary of \$2,000. Resolutions, which were passed at the 1951 AGM, were discussed, and opinions sent to the general secretary for study by the Education Coordinating Committee. Professional ethics was a topic of lively discussion, with reference to anonymous past cases of unprofessionalism and the various interpretations of professional ethics by teachers.

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